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ABSTRACT

The Bay Area and The World (BAATW) Project and the Bay Area Global Education Program (BAGEP), two formal structures that form part of a coalition to make citizens more aware of the world's interdependence, are discussed. The historical background of these organizations and the initiation of the coalition are recounted. A listing is provided of the coalition's strengths that should be looked for in other coalition building efforts. A chart illustrates the current structure of the coalition. The current program is described as: (1) identification of Bay Area links to the world; (2) development of curricular guides for international education; (3) preparation of a design of major training institutes focused on Asia, Africa, and Latin America; (4) leadership development; (5) overseeing resource allocation; and (6) generating new resources. A description is given of early problems faced by the coalition and ways in which these problems were solved. An appraisal is presented of the current issues facing the coalition, including the determination of appropriate functions and rewards for the individual member organizations, methods of expanding, and long-term funding. Future functions and activities of the coalition are considered. (JD)

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COALITION BUILDING for INTERNATIONAL EDUCATION in the SAN FRANCISCO BAY AREA: A Personal Perspective

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Shaping the Future of Global Education

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by

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COALITION BUILDING FOR INTERNATIONAL EDUCATION IN THE SAN FRANCISCO BAY AREA: A Personal Perspective

The coalition described here is developing in the San Francisco Bay Area. I will describe some of its diverse roots, something of its current configuration and accomplishments and then speculate briefly on a possible future of the coalition.

My perspective on this is as one of the principal organizers of the existing coalition which gives me the advantage of knowing many intimate details of the effort, the perspective of a person with a large personal investment in it, and the disadvantage of being a very biased observer. It has been greatly influenced by comments from others involved in the coalition building process but I remain solely responsible for its content.

The coalition developing in the Bay Area is an effort to make citizens more aware of their increasing interdependence with the rest of the world and more competent to handle that interdependence constructively. It's strategy is to strengthen existing international education agencies, enhance cooperation among them and use those resources to engage the major cultural, educational, governmental, media and business institutions of the area in actually carrying out the necessary awareness and skill development programs. Less abstractly the coalition can currently be described as the work of three principal organizations: Global Perspectives in Education, West Coast Office (GPE); The Center for Research in International Studies

(CRIS) at Stanford University; The World Affairs Council of Northern California (WACNC). Several other organizations are playing lesser roles including the World Without War Council of Northern California, the Institute for International Studies, the centers on the Middle East, South and Southeast Asia, all at the University of California, Berkeley, and the Asian Art Museum. Several local foundations have given assistance in building the coalition, two of which have provided real leadership. The coalition has several formal structures but two will be the focus of this paper because they are raising substantial new funds for outreach: The Bay Area And The World Project (BAATW) and the Bay Area Global Education Program (BAGEP). BAATW provides a high status advisory board, has a separate executive director, works to engage all sectors of the community, has an annual budget of $115,000 provided by a single large foundation and in its first nine months has concentrated on developing locally relevant information on the nature and importance of Bay Area's links to the world and on strengthening ties to the media and the business community.

BAGEP provides outreach to the schools, is the older part of the coalition (now three years old), has an annual budget of $150 - $200,000 raised from both government and local foundation sources, is staffed by a cooperative team from GPE, WACNC, and CRIS and has involved 13 school districts and over 2500 teachers in a host of training and curriculum development efforts. With

this brief introduction to this coalition building effort let me back up now and say a bit about the conditions which existed before these specific coalitions were formally launched.

BACKROUND BEFORE THE COALITION EXISTED

Attempts at building coalitions among international education organizations in the Bay Area go back many years and have roots of different kinds in each of the three principal organizations. Probably the oldest such effort is GPE's (then the Center for War/Peace Studies). It worked in the late 60s with a host of churches, universities, unions and public affairs organizations to lay ground work for community education on war/peace issues within such organizations. Among its early projects was one between it and a local school district known as the Diablo Valley Education Project. The project demonstrated that a coalition between a school district and an international education organization could exist successfully in a local community even if it could not survive once the international education group withdrew its support. That work also encouraged GPE to go on to develop a California Task Force on Global Perspectives in Education and to found a major collaborative effort nationally with a host of international organizations and education professional groups.

At the same time (early '70's) the World Affairs Council was involved in developing its own coalitional effort. It set out to create a world affairs center which would house a host of world

affairs groups. The center was to provide central printing and meeting facilities and encourage cooperation among like minded international affairs groups. The community was involved through a major campaign to finance the building which has now been achieved. WACNC also established a department of school services in the early 70s thus initiating a program aimed at broadly serving schools with materials, a library and a newsletter especially geared to the needs of teachers. That program has been headed by the same director for many years and has developed many of the relationships which later became important in the formation of BAGEP.

Also during the early 70s the precursor to the schools outreach program of Stanford was being organized in the form of the Bay Area China Education Project (BAYCEP). First started as an outreach project of The National Committee on U.S.- China Relations (which GPE leaders had helped to launch nationally), it received strong support from Stanford and U.C. Berkeley (UCB) professors and funding from the National Endowment for the Humanities, it was later adopted by CRIS and made a part of their Joint Center on East Asian Studies (joint with UCB) and partially funded by the, then, U.S. Office of Education. This project provided experience in how to obtain federal funding for education outreach projects and how to use graduate students and university professors as resource persons in local schools. Additional projects on Japan, Africa and Latin America were added

by CRIS and a mini coalitional structure called the Stanford Program on International and Cross-Cultural Education (SPICE) finally emerged.

These three schools programs cooperated regularly in conducting teacher training workshops and made each others services available to various schools and professional organizations for several years before the formal organization of this coalition. This working relationship was an important factor making the coalition possible.

Also, during the mid 70s the World Without War Council (WWWC) together with the World Affairs Council succeeded in bringing together many northern California leaders in a consultative group on Americans and world affairs. This provided a forum where the heads of all world affairs oriented groups periodically discuss common issues affecting them. It remains jointly chaired by leaders of both WAC and WWWC.

One might ask, "why add any more structure or coalitions to all this activity?" But those familiar with world affairs education in any metropolitan area know that hundreds of organizations exist, leaders can talk with each other, occasional cooperative programs can be run and yet little (if any) of the "mainstream" community becomes involved as either particpants or contributors except within the membership ranks of the organizations or in special "one shot" events. Such was the situation in 1978 when formal discussion began regarding the

efforts which later became the Bay Area Global Education Program and the Bay Area And The World Project.

INITIATING THE COALITION

It is difficult to say exactly what factors caused this coalition to come together in 1978 or to succeed subsequently. A history of strong cooperative efforts among the three schools programs was certainly one important factor. Another was the strong commitment to and wide experience of GPE in building cooperative programs. A third concern was the recognition that a cooperative approach could make more efficient use of available resources and greatly expand the program. But probably the most immediate cause was the availablility of new funds through the Cultural Understanding Program of the U.S. Office of Education ($2,000,000 under the National Defense Education Act (NDEA), Title VI, Section 603) to be granted for new schools programs. Finally, it was assumed by each organization that a cooperative effort would stand a better chance of being funded than a competitive set of proposals.

Given the fact that each school program had had the same director for several years and that they had worked together on a number of joint projects, easy agreement on the basic project outline was reached. It was decided to focus on issues, cultures and concepts as the content organizers, on a methodology of well balanced (politically) and educationally sound (modern social studies practice) approaches, and on an organizing strategy that

would mobilize a variety of community and university resources. Thus was avoided a potentially crippling discussion of international education ideology and organizing strategy.

There was also relatively little difficulty in defining program responsibilities. Each organization had certain specialties it had developed and these were built into the proposal and given to each respective group to plan and carry out for the consortium as a whole. Each group also had special relationships to different school districts thus providing access to strong school partners, a key requirement of the USOE guidelines. SPICE became the fiscal agent for the coalition thus lending the prestige of a major university and in the fall of 1978 a grant was made, which formally launched the Bay Area Global Education Program.

A SECOND FRONT

Shortly after the discussion of BAGEP was begun, discussion of another coalition building effort was initiated by the same three organizations. This one was aimed at the larger problem of developing international competence throughout the wider community. It was first seen to be a broad based commission (to have been titled the Bay Area Commission on International Competence - BASIC) which would have the clout and visiblity of top business, labor, civic, education and media leaders aimed at the engagement of all the institutions of the community. The first phase was to have been a program on the Bay Area and the

world - to generate awareness throughout the community of how integrally linked this area was with the rest of the world.

The possibility for the development of this broader effort had grown out of many of the same factors as did BAGEP. Again the catalyst was the immediate prospect of new money - this time from a relatively new and very large foundation located in the Bay Area. A foundation staff person had become interested in international education and had recently attended an organizing meeting sponsored by GPE. In following up that interest it became clear that the foundation was skeptical about what could be achieved through national organizations but was willing to discuss funding of a broadly based metropolitan effort locally.

This interest was pursued by persuading the foundation to host a meeting for the directors of the WACNC, CRIS, and myself. This was done and resulted in nearly two years of discussion, proposal writing and testing of community interest before a final proposal for the BAATW project was submitted and funded in early 1981 with WACNC as the fiscal agent. As this consulting, drafting, and testing process continued, a strong working relationship developed among the participants and initiative shifted from one organization director to another as well as to the foundation officer himself. This long development period allowed the testing of each person's concepts and engaged many potential participants in evaluation of the idea.

Several factors were different from those influencing the

development of BAGEP.

1. The principal actors had no history of working together except on an occasional basis.
2. The development of the project was only a small part of each person's responsibility in comparison with his other organizational responsibilities. (Whereas with BAGEP the initial proposal was a major responsiblity on which the directors depended for an expanded budget.)
3. The program was to be staffed by a new executive, not by a cooperatively staffed effort such as that which existed in BAGEP.
4. None of the organizations had any experience in developing a coalition of this magnitude and prestige. (Where as in BAGEP, the degree of new cooperation implied was only slightly more than had existed before and no major new structure was involved.)
5. There were no formal guidelines as was the case with USOE but the following ones were developed by the writers as the drafting progressed:
   a. It could not be an effort which principally focused on pre-collegiate education because the foundation had no policy for support of projects at that level.
   b. It must be aimed at strengthening existing world affairs organizations not creating primarily a new structure.

c. It must command the support of two major universities, the State Superintendent of Public Instruction, at least ten chief executive officers (CEOs) of multinational corporations and several ethnic groups of the area and be aimed at broadening the group even further.

d. A steering committee of at least nine representing a variety of interests and competencies would have to be named in the proposal.

e. The University of California's Institute for International Studies was to become an initial sponsor (even though it had not participated significantly in developing the proposal).

f. It must show promise of carrying out, regionally, some of the recommendations of the President's Commission on Foreign Language and International Studies. (This grew out of the foundation's interest in helping to implement some of those recommendations and the fact that one of the proposal authors was a member of the commission.)

g. It must start as a project with short term goals rather than beginning a permanent commission established to coordinate or shape other international education organizations. (This grew out of consultation with several CEO's who said they wanted to see what the

project could do before making it more permanent.)

h. It would have to apply for funds annually but with the understanding that the foundation intended to consider it favorably for at least three years, given reasonable progress.

i. The fiscal agent should be the World Affairs Council and the staff should be housed at the World Affairs Center. (This decision was reached because several CEO's expressed their confidence in the World Affairs Council.)

This second front was seen as a fairly separate effort from BAGEP though BAGEP was described as a kind of pilot project which demonstrated the ability of these organizations to work together and as representative of the kind of project BAATW ultimately hoped to stimulate in other sectors. The organization of BAATW interacted positively with BAGEP as evidenced by the following:

- The foundation made two officer's grants to BAGEP during the time it was discussing BAATW.
- The three organization directors cooperated in their fundraising efforts for BAGEP with each bringing significant resources to bear and thus generating substantial new funds. In fact the second year of BAGEP was totally funded from local sources.
- Certain misudnerstandings which developed among BAGEP staff about a year after its launching were fairly easily resolved in part because of the increased interaction among the directors

of the organization.

What was not achieved, however, was the development of an overall framework for relating BAATW (in its legitimizing and catalytic role) to BAGEP (in its role as a model for delivery of services) to the consultative group (in its role of relating international resource groups to user agencies). Nor was any structure developed where those relationships and attendant program priorities could be worked out. The relationship to other world affairs organizations was left largely untreated bythis coalition because another effort to include a broader set of organizations had been launched during this time by the World Without War Council. However, it failed to become a part of this coalition as will be explained under Early ProblemS (page 22) We move now to a description of the strengths of the coalition as it developed and to its current condition.

THE STRENGHTS OF THE COALITION

The coalition has some strengths which are very likely available in other metropolitan areas and are therefore worth noting as elements which should be sought out in other such coalition building efforts. They include:

- Complimentary approaches to the content of global education: an issue orientation from the WAC, a cultural one from SPICE and a conceptual one from GPE.
- Complimentary images in the community: the scholarly base of Stanford, the community and membership base of the WAC and the

pre-collegiate base of GPE.

- Complimentary services and experience: the inservice training and curriculum development skills of SPICE, the resource center, newsletter and physical facility of WAC and the precollegiate curriculum and staff development experience of GPE.
- Complimentary access to funders and funding information both nationally and locally.
- Complimentary access to the school community: SPICE had developed a special relationship to Palo Alto (its local community) through testing of curriculum units there and had broad contacts with teachers throughout the area due to workshops it had run on China and Japan; WAC had a special relationship to San Francisco due to its contact with certain specialists there and to its recent program to assist in implementing a new geography program. It also had broad outreach to Bay Area schools through Colloquy and its free loan of materials; GPE had a special relationship with San Ramon and San Francisco due to previous work under an NEH grant and also had strong contacts with professional organizations and the State Department of Education.
- Complimentary access to other segments of the community: Beyond the schools WAC had strong contacts with the business community and with other world affairs groups. Stanford had excellent foundation contacts and prestige everywhere. GPE had a national organization with a strong reputation in the

national education community.

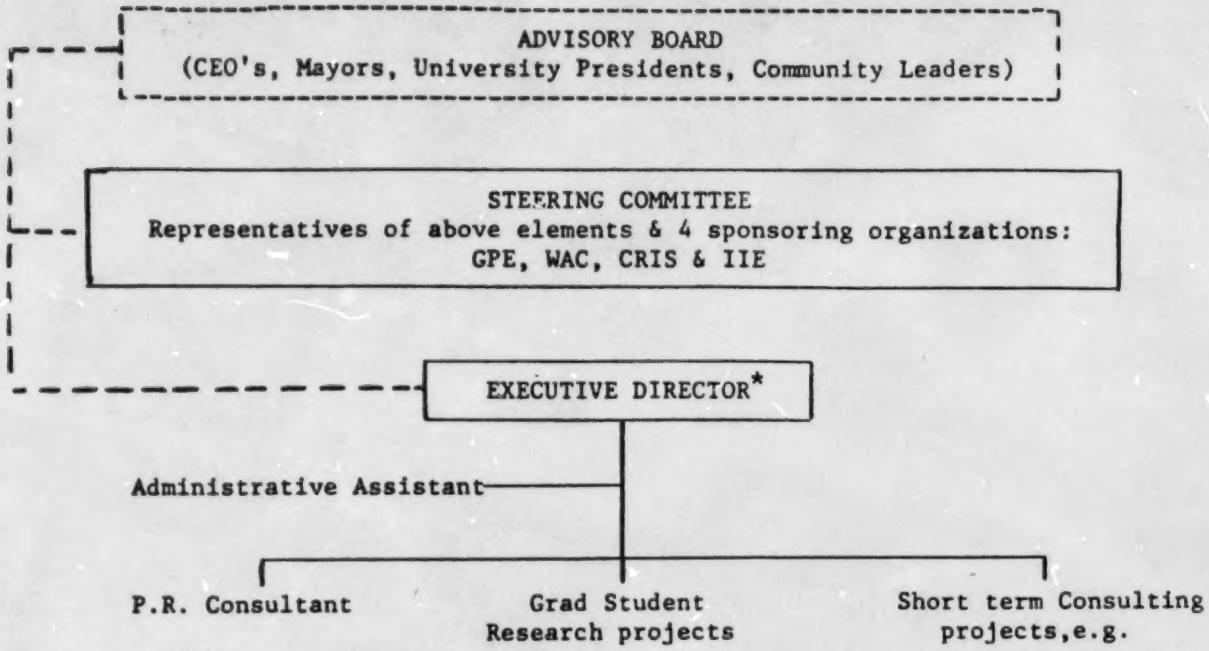
These strengths were consciously merged in the program and highlighted in proposals. Most importantly they were real and together the strengths of each separate organization provided even greater strength to the coalition as a whole.

The developing coalition for international education in the Bay Area has already had major success in its precollegiate education program and is positioned for major achievement in other areas in the near future. Close working relationships exist among key organizations. Significant foundation support has already been demonstrated and corporate interest is developing. A highly successful schools component has been operating for three years. There are signs that significant invovlement of many education professional organizations is now possible. City government and media interest is just beginning. Let me review this now in more detail.

CURRENT STRUCTURE OF THE COALITION

The formal structures look about as represented in Figures 1 & 2. Decisions in BAATW are mostly made by its director under the supervision of the steering Committee. The World Affairs Council serves as fiscal agent. The Advisory Board serves as access to major institutions and organizations and as a prestige legitimizing group for the project.

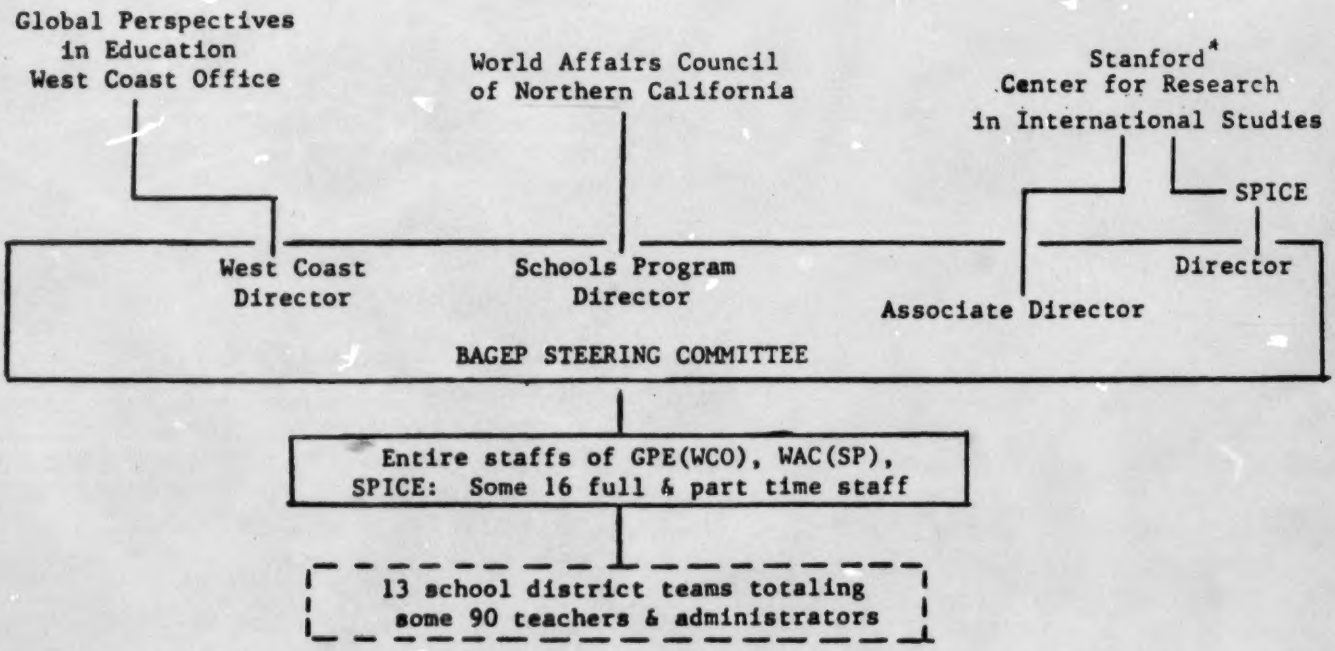
Policy decisions in BAGEP are mostly made jointly by the Steering Committee and are then executed by the individual



*Housed in the World Affairs Center with the World Affairs Council of Northern California acting as fiscal agent.

BAY AREA AND THE WORLD STRUCTURE

Figure 1.



*Fiscal Agent

BAY AREA GLOBAL EDUCATION PROGRAM STRUCTURE

Figure 2.

program directors of the three organizations. Stanford serves as the principal fiscal agent though grants have also been applied for by GPE. School districts are consulted by staff at periodic team leader and team planning meetings. Legitimacy stems from association with the sponsoring groups and the fact that public school districts are formally involved.

These structures appear to be quite different but because of the overlapping responsibilities of staff in the three organizations there is an informal decision making group affecting both programs. It includes the Directors of WACNC, CRIS, GPE-WCO,BAATW, WACNC-School Program, and SPICE. A more invisible partner is the foundation funding BAATW which has played an important role in promoting the development of the overall coalition.

GOALS OF THE TWO STRUCTURES

The goals of the structures are very compatible if not identical. BAATW stresses the immediate goals of identifying the international linkages of the Bay Area, assessing their relevance to local citizens and informing various publics of those findings through education and the media. It also seeks, however, to stimulate greater institutional involvement by education, the media and business in improving international competence of Bay Area citizens and to make greater use of existing international education agencies in so doing.

BAGEP confines its target audience to the schools (and their supporting communities) and aims to improve students' ability to deal with a rapidly changing and interdependent world. It also tries to engage existing resource agencies in the process and thus facilitates change by the schools themselves.

In terms of goals it is clear that BAGEP is the pre-collegiate education delivery vehicle for BAATW. In fact it is described that way in BAATW proposals. It serves as a potential model for the development of similar vehicles in higher education, business and the media though each of those institutions is substantially different and may require different structures for relating to them. BAATW, with its prestige advisory board is in a strong position to carry out the goal of involving major organizations and institutions in the work as well as making better use of existing international agencies.

One of the limitations of the coalition is that the priorities may be understood somewhat differently by the many people involved and the commitment of the various organization directors, advisory board members and associate staff persons to the programmatic goals of the coalition varies greatly. Also it is possible for competition to develop between the immediate programmatic goals of the coalition and the broader goals of each of the member organizations. Improving this coordination and undertanding is a current priority of the coalition and new mechanisms are being explored which could help develop concensus on coalition program

priorities and provide for needed autonomy in certain areas. (See Issues Facing the Coalition, pg.27 for more discussion of this.)

CURRENT PROGRAM

My purpose here is to provide a flavor of the programs under way rather than to be exhaustive.* Also no distinction is made as to which part of the coalition is doing what.

Content development:

- Identification of Bay Area links to the world including such dimensions as : Volume of imports and exports, amount of foreign investment in the Bay Area and Bay Area investment in other countries, number of Bay Area firms substantially owned by foreign investors, number of foreign students enrolled here and amount of money they spend here, number of official foreign visitors, amount of foreign tourist travel, amount of California agricultural export, demographic study of foreign nationals and refugees living in the Bay Area.
- Development of curricular guides for teaching about world cultures, contemporary world issues, U.S. History when viewed from a global context, language and literature, and diversity.
- Design of major training institutes focused on Asia, Africa, and Latin America.

Leadership Development:

- A forum for business, education and media leaders to explore the importance of improving international competence and set agendas for various agencies to pursue.

- A series of four leadership training and planning meetings each year for various teams of teachers and administrators from each of 13 school districts.
- An annual (hopefully) study tour (this year to Indonesia and Singapore) for 14 educators who will develop curriculum on the cultures of the area and the issues there having relevance to the U.S.
- An annual three week institute for 45 teachers to study a part of the world in depth (this year contemporary Africa and its links to the U.S., last year Asia).
- A series of culture and international issue workshops for teachers which attracts several hundred teachers annually.

Programming by other Institutions:

- A variety of in-service training programs for teachers and some community members in 13 school districts - about 2500 involved to date.
- Several newspaper stories in local community papers about global education programs in local schools.
- A weekly radio program high-lighting the Bay Area links to the world.
- Bank and government agencies including more statistics on foreign links with the Bay Area in regular reports being produced by them.
- Eight school districts distributing newsletters on global education to their teachers.

- Museums sponsorship of teacher training programs having to do with foreign art exhibits and ethnic museums.
- University sponsorship of teacher training programs on a variety of topics including East, South and South East Asia and general global education.
- Several teacher professional organizations sponsoring sections on global education at their annual conventions.
- Preparation of a video tape for Japanese T.V. on how Americans teach about Japan.

Resource Servicing:

- Preparation and distribution of a newsletter on teaching about world affairs, Colloquy to 4500 teachers.
- Identification and provision of teaching materials to some 2000 teachers annually on a free loan basis. They choose from over 500 titles of units, filmstrips, artifact kits and supplementary readings.
- Preparation and distribution to selected media outlets of interesting facts on the Bay Area's links to the world.
- Identification and promotion of teacher trainers who can conduct in-service programs with international content.
- A P.R. capability that will ultimately help to publicize a variety of international activity in the area.

Generation of new resources:

- Financial. Over $700,000 has been raised by the coalition during a three year period. About $70,000 of this was raised

directly by school districts for their programs.

- Personnel. Ten persons are supported part or full time because the coalition exists.
- In-kind support. It is impossible to estimate the value of the personal time contributed, the released time for teachers, the cost of supplies and secretarial time or the volunteer time of the community members, corporate executives and media personnel but literally hundreds of people have contributed to the coalition's efforts, most of whom would not have made such efforts without the initiative of the coalition.
- Fees for services. Nominal fees have been charged for many training programs which were paid by individuals or schools. However, this is still not a significant source of support for the programs attended.

Most of the program sponsored by the coalition is designed to provide a high multiplier effect. Leaders and leadership teams are concentrated on rather than miscellaneous individuals. People throughout are expected to engage their institutions in the effort. Much progress has been made in three years but it represents only the "tip of the iceberg" which is developing. For example, through the Forum and succeeding events we expect that the State Department of Education, several universities, a number of education professional organizations and several businesses will accept significant responsiblity for generating international programs using their own resources. As this

happens many events of diverse sponsorship will become newsworthy and the P.R. capability of BAATW can begin to multiply its efforts. But all of this potential requires significant and continuing problem solving if it is to be realized.

EARLY PROBLEMS

Problems are to be expected in any coalition organizing effort and this effort has been no exception. Several issues surfaced during the initial organizing phase which resulted in considerable feelings of mistrust. These included such things as feelings that some people were "pulling strings" to get their ideas adopted and others were "obstructing" progress, that one group was being favored over another in the size of the budget and that some people were less competent than others. These issues were either resolved or delayed because the group refused to let the "minor" annoyances destroy the emerging consensus. Anger was sometimes expressed and sometimes not. Several friends of the organizations helped keep issues in perspective for various staff. That early period might have gone much more smoothly if the ideas for the proposal had been largely formulated verbally in meetings and then written down rather than being formulated largely by one group and distributed in writing to the others for comment.

Seeds of continuing issues were probably planted during this early period. The staff which developed BAGEP (and thus the

roots of the coalition) did not take responsibility for fully informing their respective organizations of the new organizational commitments to cooperation implied by the program. As a result those implications were not well understood by the boards and broader staffs of the parent organizations. Funding implications were also a problem. In some cases the coalition building may have been seen mainly as a fund raising strategy and not for its profound long range organizational implications. In another instance the joint funding was seen as competetive with the organizations ability to get such funds for their own programs. One group was also concerned with the possible constraints on program which federal guidelines might impose. Taken together these issues meant that the parent groups did not accept full "ownership" for BAGEP initially and even today organizational arrangements remain somewhat incomplete.

An additional issue which may yet have significant impact on the coalition was the fact that, while invited to participate, the WWWC's Catholic school consortium decided to make an independent "603" submission. It received its grant and subsequent cooperation has been only superficial. This fact may have made coalition building slightly harder as can be seen in the section below.

One of the most difficult issues for BAGEP was that of differential salary scales in the three organizations. This engendered bad feelings among staff which was, in their view,

doing comparable work for unequal pay. Also each organization had different and somewhat unequal responsibilities for programs, thus increasing again the disparity in budgets among the three organizations.

While these problems were significant they were accepted as the price for collective success and worked on fairly openly. The history of good working relationships, personal determination to make it work, success in increased funding, strong response to program offerings and obvious increase in outreach were the key factors which helped the group to deal effectively with its problem.

A SIGNIFICANT DISTRACTION

Toward the end of BAGEP's first year of operation and during the time that the BAATW project was under active development, the World Without War Council launched a major effort to get several sectors of the Bay Area community to define an agenda for action relative to the recent President's Commission Report on Foreign Language and International Studies. Substantial cooperation was lent the effort by leaders of international organizations (including the ones in BAGEP) and several "mainstream" institutional persons were also involved. Two well orchestrated conferences were held but little follow on effort was ever mounted.

One result was that while a number of foundation and corporate officials were attracted into the effort they were left

a bit confused between this effort and that of BAGEP and BAATW. Another was that the WWWC was not included in a significant way in the coalition building effort described here even though it had had a long history of trying to develop councils of cooperating organizations. Significant negotiations did take place between that effort and this with the result being that the WWWC's president was made a BAATW Advisory Board member and a formal statement of cooperation between the two efforts was developed. On the more positive side this effort did produce some working papers which provide good ideas on how various sectors of the community can contribute to the world affairs field. It also stimulated broad interest in cooperative efforts on the part of many world affairs and "mainstream" groups, only some of which has been incorporated into the BAATW/BAGEP coalition.

This "distraction" was an interesting factor in the development of the coalition because it demonstrates the complexity of coalition building in an already highly organized metropolitan area. It also illustrated that even considerable cooperation in the past does not guarantee that all participants will be able to work successfully in a more intensive coalition. Finally, it highlights the importance of having an overall framework for relating various organizing efforts, and the importance of having a process whereby all the key leaders can come into agreement on that framework and on the role of their own organization within it.

THE COALITION IS TESTED EARLY

During the early operation of BAGEP the program was carried out as proposed with each organization designated in the proposal doing the part assigned. Minor adjustments were made at regularly scheduled steering committee meetings which initally included key staff of the three resource groups, GPE, SPICE, and WAC, representatives of the WWWC's Catholic schools project (also funded by USOE) and for a few meetings a representative of the State Department of Education and another "603" funded project in the Mt. Diablo School District. The clearly designated responsibilities were one key to the programatic success of the first year. A second key was the fact that three foundations contributed $45,000 (making up for a cut by USOE). A third factor was the obvious programmatic success which included: 1) well attended central programs, 2) increased use of curriculum materials, 3) successful development of teams of teachers and administrators from schools, districts and a university. This latter success led to the decision to develop only district level teams in the second year. A fourth factor was the fact that the prestige and visibility of the three schools' program directors was rising in each of their organizations. Together these successes encouraged everyone to work together on a proposal for a second year.

A real test of the emerging coalition came when the Department of Education failed to fund BAGEP's second year

proposal. Instead of devastating the coalition, this failure caused the three groups to pool their funding contacts even more, to offer a higher level of internal support and to put aside differences over program and work styles to meet the funding crisis. This succeeded in raising $130,000, $5000 more than had been raised the year before even including a federal grant of $80,000. This funding success plus the strong program success led all involved to see that the coalition was stronger and more effective in many ways than the same forces had ever been separately.

CURRENT ISSUES FACING THE COALITION

The people involved in the coalition described here have diverse reasons for participating in it. This serves as a strength in that everyone sees the field, the coaltition and themselvesas benefiting from the relationship. But the specific reasons for participating are diverse and the responsibilities to parent organizations necessarily remain primary. For those reasons it is crucial that the coalition as a whole have a clear rationale for existence and that participants understand their organization's role in the collective effort. That rationale or framework for relating the various organizations has been emerging in the Bay Area for some time. The next step for those who brought it to this point is to make a more self conscious assessment of this framework, the programmatic implications stemming from any new roles and the coordinating structure

necessary to keep the synergy high. Unfortunately the current structure provides no place where all of the key decision makers (i.e. organization directors and schools program directors) meet regularly. Discussions have been initiated to provide such a forum which, when in place will help the coalition to make the needed assessment.

Some of the issues to be confronted in any new process will include:

- Determining the appropriate function for each member organization in the coalition. That is, what roles should it play in the coalition that are the same or different from the roles it has played prior to the existence of the coalition.
- Building into the coalition sufficient rewards for each member organization (especially their staffs) so they will want to continue the development of the coalition.
- Establishing improved working relationships and control mechanisms such that each can feel safe and willing to participate fully, and yet not be hemmed in by too many procedures.
- Determining whether or how the coalition should be expanded to include:
    1. more international resource agencies
    2. more target groups - community agencies and institutions.
- Funding the coalition on a long term basis while at the same

time strengthening the funding base of member organizations.

- Examining the staffing of the coalition to maximize integration of effort while providing for necessary autonomy.
- Setting priorities for approaching various audiences for support, involvement or generation of awareness.
- Evaluating its effectiveness:
    1. with specific audiences
    2. as an organizational structure
    3. with the general public.

As these issues are resolved the leadership and participating organizations will undoubtedly find that their efforts are even more efficient, that new synergy is released through involvement of more organizations and that funding for both the core effort and any new projects becomes available from additional foundations, corporations and other institutions.

A SCENARIO FOR THE FUTURE

Students of the future have long known that there is not one future out there but many. In the case of this coalition we have seen that it began out of both conscious cultivation by a few people as well as out of the exigencies in the environment (eg. new federal grants encouraging cooperative efforts and interest by a major new foundation). But we also know that nothing quite like it developed anywhere else even though some of those conditions were similar in other cities. Decision makers here made the decisions necessary to begin this coalition and to make

it successful. They now face the decisions of how to continue and maximize that success.

One scenario for the group would be that it decide to establish the self conscious planning process suggested above. Initative could come from any of the key staff involved providing others were to say "yes" to the process. To facilitate agreement on the process an organization consultant (possibly loaned from one of the corporations represented on the BAATW advisory board) could be used during initial meetings. A first step might be to develop concensus among the key decision makers on the process to be followed. A possible second step might be to gather evaluative data on the coalition from clients, funding agencies and coalition board and staff members. This step could be done in a way that would increase trust among the participants and protect the interest of each organization as the data was being gathered.

Some of the evaluative data which the committee would probably want to consider might include:

- Effectiveness of current programs as evaluated by different clients (schools, universities, businesses, the media) and by the funding agencies.
- Utility of products and services as viewed by different clients.
- Perceptions of the goals and program of the coalition (BAATW,BAGEP) as seen by organization board members and staffs of coalition member organizations, funding agency staffs,

BAATW Advisory and Steering Committees.

- Committees and staffs of international education groups in other parts of the country.
- Organizational problems as perceived by various staff persons directly involved in coalition program. Some dimensions to be studied might include: decision making; conflict resolution; reward structure; communication/coordination; leadership; trust; responsibilities for various programs.

As this data is gathered and considered by the coalition staff, decisions could be made about future goals, programs, structures and management practices with significant knowledge of how such decisions might affect clients, funders and sponsoring organizations. This knowledge should indicate which programs are being best received by the community, which have the highest leverage and which procedures can best provide the security each organization would need to make its independent judgments about how to best contribute to the coalition while at the same time deriving benefits from that participant.

The coalition developing in the San Francisco Bay Area is at a critical juncture. The federal funding which initiated it will have run out by the fall of 1982. Local foundations will probably fund it somewhat as is for the next year as will the parent organizations. The school districts involved will contribute some of their support next year but nothing toward central staff. Within the year the coalition's plan for long

range development should be in place and with it the community will undoubtedly continue to support this vigorous and unique effort.

The potential is enourmous. In the short time the coalition has been organized it has awakened a significant number of Bay Area school districts to their responsibilities in the area of international education. The Chairman of the largest bank in the world chairs the Advisory Board of the effort. Two major universities are undertaking significant new educational efforts related to international competence. More cooperation among resouce agencies is taking place than ever before. And just ahead lies a significant contribution by the mass media, business and city government. These benefits are being realized because the organizations of the Bay Area have been willing to try to design an arrangement among themselves which is consistant with the interdependent forces that are shaping our global future.